

**The Common Core State Standards and the Social Studies:  
Preparing Young Students for College, Career, and Citizenship**

**Common Core Exemplar for English Language Arts and Social Studies:  
The Role and Responsibility of Citizens and Government in a Representative Democracy**

**GRADE 5**

*Developed by*

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## **Grade 5 Common Core Exemplar: The Role and Responsibility of Citizens and Government in a Representative Democracy**

### **Learning Objective:**

The goal of this exemplar is to demonstrate to teachers how students can build the reading, writing, speaking and listening, and language skills they've been practicing on a regular basis to understand the concepts and principles of our nation's founding documents and how they are still important and meaningful in today's society. By reading the Preamble of the U.S. Constitution (primary source), a summary of the Articles of the Constitution (secondary source), and the Bill of Rights (primary source) as informational text, they will strengthen their content knowledge of the structure, function and powers of the federal government in our American democracy as well as the rights and responsibilities of citizens. By practicing writing, listening and speaking, and language skills, students will deepen and apply their knowledge of democratic principles to be able to impact public policy and achieve the goals of a civil society.

The use of this close reading exemplar will help students meet the following California History-Social Science Content Standards for Grade Five:

- 5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.
- 3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- 4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
- 5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

It is the responsibility of the government to create public policies that achieve the common good while at the same time protect and defend the rights of individuals and clarify the responsibilities of citizenship. Likewise, citizens in a democracy have a responsibility to abide by the rules and laws established by government and also have the right to have their views heard and addressed by the elected officials who represent them. Utilizing the English-Language Arts Common Core State Standards with attention to building critical thinking, collaboration, creativity, and communication skills will enable students to grasp and practice these democratic constructs in preparation for effective citizenship in the 21<sup>st</sup> century.

### **Reading Informational Text**

One of the instructional shifts of the Common Core State Standards is to move from getting students *through the text* to helping students *go deeply into text* to seek out information, acquire key concepts, and employ strategies, automatically and invisibly as independent readers. To accomplish this, it is important to take the time to provide several passes of the text, allowing students to read and reread passages closely and interact with text through a series of questions, discussions, and writing activities.

There is an abundance of informational text available to build students' knowledge of the series of events that led to the writing and ratification of the U.S. Constitution and Bill of Rights. The Common Core State Standards call for teachers to guide students through close reading techniques to gain information directly from text. They also call for close reading of primary sources. This exemplar demonstrates techniques for helping students read and reread primary and secondary sources closely. By focusing their reading through a series of text dependent questions and discussion about the U.S. Constitution and the Bill of Rights, students will understand the explicit and implicit ideas regarding the purpose of government and rights and

responsibilities of citizens in a democracy.

The increased attention to rigor and comprehension of complex text presents a number of challenges for proficient readers and even more challenges for English Learners, struggling readers, and students with learning disabilities. For all students to be successful, it is essential to provide adequate support, structures, and scaffolding for students at different levels of proficiency. Accessing and/or building prior knowledge plays an important role in learning, particularly for English learners. Include a number of visuals, references to prior background, and culturally relevant connections to help ELs set the purpose for their reading.

The exemplar below is an adaptation of close reading protocols found at [achievethecore.org](http://achievethecore.org) and by Douglas Fisher, Nancy Frey, and Diane Lapp<sup>i</sup>. It describes the steps for instruction using the Preamble, the Bill of Rights, and the Articles of the United States Constitution as rigorous primary sources of informational text for students to read and understand. After engaging in the close reading exercise, students are asked to apply their knowledge in relevant, real-world scenarios to strengthen understanding of the reading and build students' civic competencies as members of a constitutional democracy.

The California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS ELA) for each step of instruction are identified in the left hand column using the following codes:

**College and Career Anchor Standards: CCR**

**Reading**

RL-Reading Standards for Literature

RI-Reading Standards for Informational Text

RF-Foundational Skills Standards (Grades K-5)

**Writing**

W-Writing Standards

**Speaking and Listening**

SL-Speaking and Listening Standards

**Language**

L-Language Standards

**Example:**

RI.5.4 = Reading Informational Text, Grade 5, Standard 4

L.5.1 = Language, Grade 5, Standard 1

## STAGE ONE: THE PREAMBLE OF THE U.S. CONSTITUTION

Steps for Instruction	Instructional Guidance for Teachers
<b>1. Teacher Establishes the Purpose for Students</b>	<p>Accessing and/or building prior knowledge plays an important role in learning, particularly for English learners. Though prior knowledge about the Constitution and Bill of Rights is important, resist the temptation to provide a multitude of details of the ideas and concepts defined within the documents that may, as a result, diminish the need to gain information directly from the text. However, allowing students to use graphic organizers and other literacy strategies while reading will help support and guide struggling readers. Providing a list of cognates for key vocabulary words is especially helpful to English learners.</p> <p>Prior knowledge of the events leading up to the writing and ratification of the U.S. Constitution should enable students to describe a scene long before America became a country when the continent was inhabited by millions of American Indians. Settlers and colonists came from many European countries seeking a new life. Following the French and Indian War, discontent between English colonists and the British government over taxes and denial of freedoms led to the decision to declare independence from Great Britain. The aftermath of the Revolutionary War set the stage for the establishment of a new government founded on principles of freedom and liberty. The Articles of Confederation were drafted but proved to be weak. Many people were poor and the new government, lacking a president or strong legislative body could not raise money. In 1787 representatives from several states convened in Philadelphia at the Constitutional Convention to create a stronger federal government to be formalized as a set of rules known as the United States Constitution. These representatives came to be known as the <i>Framers</i> of the Constitution.</p> <p>Adopted on September 17, 1787, the U.S. Constitution is considered to be the supreme law of the land. The Preamble of the United States Constitution is a brief introductory statement that defines the Constitution's fundamental purposes and guiding principles. The Constitution describes the purpose and functions of the government. The Bill of Rights, the first ten amendments adopted in 1791, describes the rights and responsibilities of citizens.</p>
<b>2. Students Read Text Independently</b>  CCSS ELA: RI.5.2 RI.5.4 RI.5.10  L.5.4 L.5.5	<p>Ask students to read the <i>Preamble</i> independently. Remind them that if they come to an unfamiliar word, they should look inside the word or surrounding words in the text for clues to figure out the meaning. English Learners should be encouraged to look at cognates to aid in understanding. As students read, watch closely for signs of difficulty and provide assistance as needed. Encourage all students to interact with the text by circling or underlining words, phrases, or sentences that are unclear to them. Provide a graphic organizer to help them capture key ideas. It is important to allow all students to interact with challenging text on their own as frequently and independently as possible.</p>

<p><b>3. Students Pair-Share to Dialogue About Text</b></p> <p>CCSS ELA: SL.5.1</p> <p>L.5.1 L.5.6</p>	<p>After the first independent reading exercise, ask students to talk to a partner to share something they learned from the text using a language frames:</p> <ul style="list-style-type: none"> <li>• I did not know that _____!</li> <li>• What does the <i>Preamble</i> describe?</li> </ul> <p>As students engage in conversation, circle the room to check students' understanding. Are they comprehending the text? Are there particular vocabulary words, passages, or concepts that are difficult for students to understand? This information will inform the content of the Think Aloud you will conduct with the entire class. Allow English Learners to use their primary language in their discussions.</p>
<p><b>4. Teacher Conducts Think Aloud to Model Literacy Strategies</b></p> <p>CCSS ELA: RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.10</p> <p>RF.5.3 RF.5.4</p> <p>L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>The Think Aloud provides an opportunity for teachers to model effective strategies for students to utilize when they encounter challenging text passages on their own. Explain to students that you will be reading the Preamble aloud to them and explaining your thinking as you come across difficult words and passages. Invite them to follow along silently with their own copy of the text. Model reading strategies to unlock the meaning of unknown vocabulary words, challenging syntax, structure, and context to help them understand the democratic principles of our U.S. Constitution. Try to avoid lengthy Think Aloud commentary that may prove to be distracting or tedious to students.</p> <p>Below is an example for you to consider:</p> <p><b>The Preamble:</b> “ ‘We the People of the United States,’ Who is ‘We the People’? My thinking is that it refers to ALL the citizens of the United States. Not just the leaders of our country but everyone. ‘in Order to form a more perfect Union,’ the word <i>union</i> reminds me of the word <i>united</i> or <i>unite</i>. So this phrase, ‘in Order to form a more perfect Union’ must have something to do with bringing all the states together as one nation. I remember that before the Constitution was written, the states were not united. They all kinda did their own thing. This Constitution is trying to bring everyone together in a better or more perfect way. ‘establish Justice,’ The word <i>justice</i> has to do with being <i>just</i> or <i>fair</i>. ‘insure domestic Tranquility,’ The word <i>tranquility</i> reminds me of the word <i>tranquil</i> which means <i>calm</i>. And the word <i>domestic</i> has to do with things here in this country. When I hear those three words together ‘insure domestic Tranquility,’ it must mean they want things to be calm in this country. The next part says ‘provide for the common defence,’ The word <i>defence</i> reminds me of football when the defense is protecting the team and not letting the other team score a touchdown. ‘provide for the common defence’ must have something to do with protecting the country. The next part reads, ‘promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.’ It sounds to me that the Framers wrote this Constitution so that all people can have liberty, be free and have a good life.”</p>
<p><b>5. Students Re-Read and Paraphrase the Text Through</b></p>	<p>This is the second independent activity in which students attempt to understand the text on their own. The aim is not for students to summarize the text, but to paraphrase, by explaining the content in their own words. Allow students time to discuss and paraphrase the text with each other verbally. This will foster confidence and reinforce skills acquired from the Teacher-led Think Aloud. It also promotes oral language development of English Learners. The goal is to train students to reread text</p>

<p><b>Dialogue and Writing</b></p> <p>CCSS ELA:  RI.5.1  RI.5.2  RI.5.3  RI.5.4  RI.5.5  RI.5.10    RF.5.3  RF.5.4    W.5.2    SL.5.1  SL.5.2    L.5.1  L.5.2  L.5.3  L.5.4  L.5.5  L.5.6</p>	<p>to acquire knowledge, develop fluency and reinforce their use of text evidence whenever possible.</p> <p>Ask students to paraphrase their understanding through focused and independent writing. The aim is not to have them ask questions but do what they can on their own.</p> <p><b>For Special Education students consider the following strategy from Universal Design of Learning</b>  <b>Visualize Strategy</b> <a href="http://udleditions.cast.org/INTRO.gettysburg_address.html">http://udleditions.cast.org/INTRO.gettysburg_address.html</a> (strategy support tab)  Have students discuss or describe “visualize” text through storyboard or comic strip  Why should I do it? Visualizing brings the text to life. Rather than just using words, you can engage your imagination and all of your senses. When you visualize, you gain insight into the experiences of the people you read about; placing yourself in someone else's perspective helps you empathize with his or her emotions. Also, visualizing important moments in the text helps you remember them later.</p> <p>How do I do it? Stop at key points while you're reading and create a picture, movie, or sound clip in your mind about what you just read. You could visualize one moment in time, or you could visualize a sequence of events. Sometimes it's helpful to imagine that you're inside the scene described in the text. You might take the perspective of a character in a story or an historical figure in a nonfiction text. You might imagine the same scene from more than one perspective. Whichever perspective you choose, close your eyes and imagine the sights, sounds, smells, tastes, and feelings. The more vivid you make your visualization, the more real it will feel.</p>
<p><b>6. Teacher Leads Discussion Using Text Dependent Questions</b></p> <p>CCSS ELA:  RI.5.1  RI.5.2  RI.5.3  RI.5.4  RI.5.5</p>	<p>Asking students to respond to concise text-dependent questions compels students to extract information directly from the text to help them understand important concepts and develop high-level critical thinking and problem solving skills. It also models the need and process of returning to text in order to absorb all it has to offer.</p> <p>When creating text-dependent questions, keep in mind the goal of guiding students to use text to support answers, deepen comprehension of information, and practice strategic thinking and reasoning to extend and apply learning to real world scenarios. These important skills will serve students well in preparation for college, career, and citizenship in the 21<sup>st</sup> century.</p> <p><b>Vocabulary Task:</b> The Common Core State Standards compels students to discover the meaning of words directly from the text whenever possible. Most of the vocabulary words in this exemplar can be discovered by students carefully reading the surrounding words or context in which they appear. Teacher-led Think Alouds are extremely helpful in modeling the use of contextual clues to encourage students to engage in this practice on a regular basis. Where it is judged this is not possible,</p>

RI.5.10 RF.5.3 RF.5.4 SL.5.1 SL.5.2	<p><i>italicized</i> words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced. Words that are abstract and/or critical to the understanding of concepts and worthy of lengthy discussion are bolded in the text exemplar.</p> <p><b>For Special Education students consider the following strategy from Universal Design of Learning</b></p> <p>Why UDL? This technique goes beyond a single text definition to increase depth of word knowledge by also supplying visual representations.</p>		
L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	<b>Text Passage Under Discussion:</b> <b>The Preamble of the U.S. Constitution</b>	<b>Vocabulary Assistance</b>	<b>Text-Dependent Questions</b>
	<p>We the People of the United States, in Order to form a more perfect <i>Union</i>, establish <b>Justice</b>, insure <i>domestic Tranquility</i>, provide for the <b>common defence</b>, promote the <i>general Welfare</i>, and secure the <b>Blessings of Liberty</b> to ourselves and our <i>Posterity</i>, do</p> <p><i>ordain</i> and establish</p> <p>this Constitution for the United States of America.</p>	<p><i>The act of joining together.</i></p> <p><i>Peace at home.</i></p> <p><i>To be well taken care of.</i></p> <p><i>Everyone in the future.</i></p> <p><i>To make sure or command.</i></p>	<p><b>1. Who are “we the people?” Which people are the Framers referring to in the Preamble?</b>          The Preamble is referring to all the citizens living in the United States of America - not people living in different countries, not just the President or the leaders, but all the people who lived here as citizens.</p> <p><b>2. What were the six things the Framers wanted to achieve for Americans by writing the U.S. Constitution?</b></p> <ol style="list-style-type: none"> <li>1. They wanted the states to work together better as a perfect union.</li> <li>2. They wanted things to be fair and just.</li> <li>3. They wanted everyone living here to have a peaceful, tranquil life.</li> <li>4. They wanted the country to be safe from attack for other countries.</li> <li>5. They wanted everyone to be taken care of as much as possible.</li> <li>6. They wanted everyone to have liberty – to be free.</li> </ol>
	<p><b>Examples of NON-TEXT DEPENDENT QUESTIONS</b></p> <p>The following questions, though considered non-text dependent, are still important for understanding the context and intent of the Framers. Use them to build or access prior knowledge to help students understand the significance of the Preamble as a</p>		

	<p>grand experiment in response to the treatment of the colonies prior to the Revolutionary War.</p> <ol style="list-style-type: none"> <li>1. Why did the Framers think it was important to establish these principles in the U.S. Constitution?</li> <li>2. Why was the Constitution written for all the people and not just some?</li> <li>3. Are these ideals still important today?</li> </ol> <p><b>Examples of TEXT DEPENDENT BUT TRIVIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>7. How many items are listed in the Preamble as goals for the new country?</li> <li>8. How many words in the middle of sentences begin with capital letters?</li> <li>9. How many sentences are in the Preamble?</li> </ol>
<p><b>7. Students Produce Expository Writing</b></p> <p>CCSS ELA: W.5.2 W.5.4 W.5.5</p> <p>L.5.1 L.5.2 L.5.3</p>	<p>It has become increasingly evident that reading and writing are inherently connected. Used together, they generate ideas, are logically organized, and call upon students to think critically to visit and revisit text to make meaning. Done well, they are both active processes that cause students to interact with text to comprehend, remember, and apply learning. It is widely believed that good readers tend to be good writers and good writers tend to be good readers.</p> <p>After discussion of the text-dependent questions, ask students to write an informal explanatory essay utilizing the writing prompts provided below. This activity provides another opportunity for students to revisit text and draw upon classroom discussions to synthesize information and express ideas through writing. Allow students time to revise essays after receiving teacher feedback and participating in further pair-share or small group discussions.</p> <p><b>Directions to Students:</b>  <b>Using the information and ideas from our discussions, your reading, and notes, answer the questions below in the form of an essay. Be sure to clearly cite evidence from the text in each answer.</b></p> <ol style="list-style-type: none"> <li>1. The Preamble was an introduction to the United States Constitution. According to the Preamble       <ol style="list-style-type: none"> <li>a. Who was the Constitution written for? Which people?</li> <li>b. Describe the purpose of the Constitution – what did the Framers want to achieve for all Americans?</li> </ol> </li> </ol>



## STAGE TWO: THE ARTICLES OF THE U.S. CONSTITUTION

Steps for Instruction	Instructional Guidance for Teachers
<b>1. Teacher Establishes the Purpose for Students</b>	<p>Accessing and/or building prior knowledge play an important role in learning, particularly for English learners. Though prior knowledge about the Constitution and Bill of Rights is important, resist the temptation to provide a multitude of details of the ideas and concepts defined within the documents that may, as a result, diminish the need to gain information directly from the text. However, allowing students to use graphic organizers and other literacy strategies while reading will help support and guide struggling readers. Providing a list of cognates for key vocabulary words is especially helpful to English learners.</p> <p>Remind students that the U.S. Constitution, adopted on September 17, 1787 was considered to be the supreme law of the land. The Preamble of the United States Constitution is a brief introductory statement that defines the Constitution's fundamental purposes and guiding principles. The seven Articles of the Constitution describe the purpose and functions of the government.</p>
<b>2. Students Read Text Independently</b>  CCSS ELA: RI.5.2 RI.5.4 RI.5.10  L.5.4 L.5.5	<p>Ask students to read the summary of the <i>Articles</i> independently. Remind them that if they come to an unfamiliar word, they should look inside the word or surrounding words in the text for clues to figure out the meaning. English Learners should be encouraged to look at cognates to aid in understanding. As students read, watch closely for signs of difficulty and provide assistance as needed. Encourage all students to interact with the text by circling or underlining words, phrases, or sentences that are unclear to them. Provide a graphic organizer to help them capture key ideas. It is important to allow all students to interact with challenging text on their own as frequently and independently as possible.</p>
<b>3. Students Pair-Share to Dialogue About Text</b>  CCSS ELA: SL.5.1  L.5.1 L.5.6	<p>After the first independent reading exercise, ask students to talk to a partner to share something they learned from the text using a language frames:</p> <ul style="list-style-type: none"> <li>• I did not know that _____!</li> <li>• What do the <i>Articles</i> describe?</li> </ul> <p>As students engage in conversation, circle the room to check students' understanding. Are they comprehending the text? Are there particular vocabulary words, passages, or concepts that are difficult for students to understand? This information will inform the content of the Think Aloud you will conduct with the entire class. Allow English Learners to use their primary language in their discussions.</p>
<b>4. Teacher Conducts Think</b>	<p>The Think Aloud provides an opportunity for teachers to model effective strategies for students to utilize when they encounter challenging text passages on their own. Explain to students that you will be reading the summary of the Articles aloud to them</p>

<p><b>Aloud to Model Literacy Strategies</b></p> <p>CCSS ELA:  RI.5.1  RI.5.2  RI.5.3  RI.5.4  RI.5.5  RI.5.10    RF.5.3  RF.5.4    L.5.1  L.5.2  L.5.3  L.5.4  L.5.5  L.5.6</p>	<p>and explaining your thinking as you come across difficult words and passages. Invite them to follow along silently with their own copy of the text. Model reading strategies to unlock the meaning of unknown vocabulary words, challenging syntax, structure, and context to help them understand the democratic principles of our U.S. Constitution. Try to avoid lengthy Think Aloud commentary that may prove to be distracting or tedious to students.</p> <p>Below is an example for you to consider:  <b>The Articles of the Constitution</b></p> <p><b>ARTICLE I</b>  “‘There are seven articles or parts that describe how the new government was to work. I wonder what Article One is about. ‘Article One describes the rules for forming and operating Congress’ What is Congress? Maybe if I keep reading I can figure it out. ‘also known as the Legislative branch of the federal government.’ That explains it! Whenever I see the phrase <i>also known as</i>, it’s telling me what it means. But what IS the <i>Legislative branch</i>? A <i>branch</i> is part of a tree. Maybe the Legislative branch is a part of the government. I’ll keep reading. ‘It describes the two houses of Congress – the Senate and the House of Representatives, their duties for making laws, and how the members of each house are elected by the people.’ So now I know – the Congress is made up of two groups, the Senate and the House of Representatives. It says they make laws and that their members are elected by the people. This sounds very different than how things were in England. In England people didn’t elect their leaders. A person became king or queen if they had a parent who was a king or queen. They were born into the position and not selected by the people. The people could not vote for them or have a say in who they wanted to lead them.”</p> <p><b>ARTICLE II</b>  “ ‘Article Two describes the role and responsibility of the President, the Executive branch of the federal government.’ Article Two seems to be about the President. It also refers to the President as the Executive branch which tells me there are at least two branches of the government. ‘It calls for him to preserve, protect, and defend the Constitution.’ Since we know the Constitution is the law of the land, it sounds like the President has a pretty important job to protect and defend it. ‘The qualifications to become President and the procedures for electing the President are also described.’ The word <i>qualifications</i> reminds me of the word <i>qualify</i>. When I hear someone say, she is qualified for the job or he qualifies for the race, it means they are good enough for the job. Being President of the United States is a pretty big responsibility. I wonder what the qualifications are to be President?”</p>
<p><b>5. Students Re-Read and Paraphrase the Text Through Dialogue and Writing</b></p> <p>CCSS ELA:  RI.5.1</p>	<p>This is the second independent activity in which students attempt to understand the text on their own. The aim is not for students to summarize the text, but to paraphrase, by explaining the content in their own words. Allow students time to discuss and paraphrase the text with each other verbally. This will foster confidence and reinforce skills acquired from the Teacher-led Think Aloud. It also promotes oral language development of English Learners. The goal is to train students to reread text to acquire knowledge, develop fluency and reinforce their use of text evidence whenever possible.</p> <p>Ask students to paraphrase their understanding through focused and independent writing. The aim is not to have them ask questions but do what they can on their own.</p>

RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.10  RF.5.3 RF.5.4  W.5.2  SL.5.1 SL.5.2  L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	<p><b>For Special Education students consider the following strategy from Universal Design of Learning</b></p> <p><b>Visualize Strategy</b> <a href="http://udleditions.cast.org/INTRO,gettysburg_address.html">http://udleditions.cast.org/INTRO,gettysburg_address.html</a> (strategy support tab)</p> <p>Have students discuss or describe “visualize” text through storyboard or comic strip</p> <p>Why should I do it? Visualizing brings the text to life. Rather than just using words, you can engage your imagination and all of your senses. When you visualize, you gain insight into the experiences of the people you read about; placing yourself in someone else's perspective helps you empathize with his or her emotions. Also, visualizing important moments in the text helps you remember them later.</p> <p>How do I do it? Stop at key points while you're reading and create a picture, movie, or sound clip in your mind about what you just read. You could visualize one moment in time, or you could visualize a sequence of events. Sometimes it's helpful to imagine that you're inside the scene described in the text. You might take the perspective of a character in a story or an historical figure in a nonfiction text. You might imagine the same scene from more than one perspective. Whichever perspective you choose, close your eyes and imagine the sights, sounds, smells, tastes, and feelings. The more vivid you make your visualization, the more real it will feel.</p>
<p><b>6. Teacher Leads Discussion Using Text Dependent Questions</b></p> CCSS ELA: RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.10  RF.5.3 RF.5.4  SL.5.1 SL.5.2	<p>Asking students to respond to concise text-dependent questions compels students to extract information directly from the text to help them understand important concepts and develop high-level critical thinking and problem solving skills. It also models the need and process of returning to text in order to absorb all it has to offer.</p> <p>When creating text-dependent questions, keep in mind the goal of guiding students to use text to support answers, deepen comprehension of information, and practice strategic thinking and reasoning to extend and apply learning to real world scenarios. These important skills will serve students well in preparation for college, career, and citizenship in the 21<sup>st</sup> century.</p> <p><b>Vocabulary Task:</b> The Common Core State Standards compels students to discover the meaning of words directly from the text whenever possible. Most of the vocabulary words in this exemplar can be discovered by students carefully reading the surrounding words or context in which they appear. Teacher-led Think Alouds are extremely helpful in modeling the use of contextual clues to encourage students to engage in this practice on a regular basis. Where it is judged this is not possible, <i>italicized</i> words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced. Words that are abstract and/or critical to the understanding of concepts and worthy of lengthy discussion are bolded in the text exemplar.</p>

L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6			
	<b>Text Passage Under Discussion:</b> <b>The Articles of the U.S. Constitution</b>	<b>Vocabulary Assistance</b>	<b>Text-Dependent Questions</b>
	<p><b>ARTICLE I</b></p> <p>Article One describes the rules for forming and <i>operating</i> Congress also known as the <b>Legislative branch</b> of the <b>federal government</b>. It describes the two <i>houses</i> of <b>Congress</b> – the <b>Senate</b> and the <b>House of Representatives</b>, their duties for making laws, and how the members of each house are <b>elected</b> by the citizens of the United States.</p> <p><b>ARTICLE II</b></p> <p>Article Two describes the role and responsibility of the President, the <b>Executive branch</b> of the <b>federal government</b>. It calls for him to <i>preserve</i>,</p>	<p><i>To make something happen.</i></p> <p><i>A group of lawmakers or legislators.</i></p> <p><i>Make something last.</i></p> <p><i>Keep something safe.</i></p>	<ol style="list-style-type: none"> <li><b>1. What does Article I describe?</b> Article I describes how laws are made in America by Congress.</li> <li><b>2. What is another name for the Congress?</b> Congress is also known as the Legislative branch of the federal government.</li> <li><b>3. What are the two parts of Congress?</b> The Senate and the House of Representatives.</li> <li><b>4. What does the Congress do?</b> The Congress, made up of the Senate and House of Representatives make the laws for the country.</li> <li><b>5. How are the members of the Senate and House of Representatives selected?</b> They are elected by the citizens of the United States.</li> <li><b>6. What does Article II describe?</b> Article II describes what the President does.</li> <li><b>7. What part of the government does the President represent?</b> The President is also known as the Executive branch of the federal government.</li> </ol>

	<p><i>protect</i>, and <i>defend</i> the Constitution.</p> <p>The <i>qualifications</i> to become President and the <i>procedures</i> for electing the President by U.S. citizens are also described.</p> <p><b>ARTICLE III</b></p> <p>Article Three describes the role of the <b>Judicial branch</b> of the <b>federal government</b>. It calls for the <i>establishment</i> of a <b>Supreme Court</b> responsible for <i>interpreting</i> and applying the law to particular cases. It also defines and sets laws for dealing with <i>treason</i> against the United States.</p> <p><b>ARTICLE IV</b></p> <p>Article Four describes the relationship between <b>states</b> and the relationship between the states and the <b>federal government</b>. For example, it includes rules that allow citizens to travel freely from state</p>	<p><i>The things you need to have to have for certain jobs.</i></p> <p><i>The way to do things.</i></p> <p><i>To set up something.</i></p> <p><i>To find the meaning of something.</i></p> <p><i>To be disloyal or act against the country you live in.</i></p>	<p><b>8. What is the job of the President?</b> It is the job of the President to preserve, protect, and defend the Constitution – to be sure all the ideas and principles in it are taken care of.</p> <p><b>9. How does someone become President?</b> Presidents are elected by citizens of the United States.</p> <p><b>10. What does Article III describe?</b> Article III describes what the Judicial branch of the federal government does.</p> <p><b>11. What does the Supreme Court do?</b> The Supreme Court interprets laws to make sure they are fair. It also decides what to do when someone is not loyal or hurts our country.</p> <p><b>12. What does Article IV describe?</b> Article IV describes how the states need to treat each other and how the states and the federal government should treat each other.</p>
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	of the land.		
	<p><b>Examples of NON-TEXT DEPENDENT QUESTIONS</b></p> <p>The following questions, though considered non-text dependent, are still important for understanding the context and intent of the U.S. Constitution. Use them to build or access prior knowledge to help students understand the significance of the Articles of the Constitution as a grand experiment in response to the treatment of the colonies prior to the Revolutionary War.</p> <ol style="list-style-type: none"> <li>1. Why did the Framers think it was important to establish the federal government in this way?</li> <li>2. Why did the Framers establish three branches of the federal government?</li> <li>3. Is this system of government still important today?</li> </ol> <p><b>Examples of TEXT DEPENDENT BUT TRIVIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How many Articles are there in the U.S. Constitution?</li> <li>2. Which Articles describe the three branches of government?</li> <li>3. How many Articles describe the role of the states?</li> </ol>		
<p><b>7. Students Produce Expository Writing</b></p> <p>CCSS ELA: W.5.2 W.5.4 W.5.5</p>	<p>It has become increasingly evident that reading and writing are inherently connected. Used together, they generate ideas, are logically organized, and call upon students to think critically to visit and revisit text to make meaning. Done well, they are both active processes that cause students to interact with text to comprehend, remember, and apply learning. It is widely believed that good readers tend to be good writers and good writers tend to be good readers.</p> <p>After discussion of the text-dependent questions, ask students to write an informal explanatory essay utilizing the writing prompts provided below. This activity provides another opportunity for students to revisit text and draw upon classroom discussions to synthesize information and express ideas through writing. Allow students time to revise essays after receiving teacher feedback and participating in further pair-share or small group discussions.</p>		

L.5.1 L.5.2 L.5.3	<b>Directions to Students:</b> <b>Using the information and ideas from our discussions, your reading, and notes, respond to the writing prompt below in the form of an essay. Be sure to clearly cite evidence from the text in your answer.</b> 1. Describe the three branches of government as described in the Articles of the U.S. Constitution. What is the role and purpose of each branch?
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STAGE THREE: THE BILL OF RIGHTS	
Steps for Instruction	Instructional Guidance for Teachers
<b>1. Teacher Establishes the Purpose for Students</b>	<p>Accessing and/or building prior knowledge play an important role in learning, particularly for English learners. Though prior knowledge about the Constitution and Bill of Rights is important, resist the temptation to provide a multitude of details of the ideas and concepts defined within the documents that may, as a result, diminish the need to gain information directly from the text. However, allowing students to use graphic organizers and other literacy strategies while reading will help support and guide struggling readers. Providing a list of cognates for key vocabulary words is especially helpful to English learners.</p> <p>Remind students that the U.S. Constitution, adopted on September 17, 1787 was considered to be the supreme law of the land. The Preamble of the United States Constitution is a brief introductory statement that defines the Constitution’s fundamental purposes and guiding principles. The seven Articles of the Constitution describe the purpose and functions of the government but they do not describe the rights and responsibilities of citizens. The Bill of Rights does.</p>
<b>2. Students Read Text Independently</b>  CCSS ELA: RI.5.2 RI.5.4 RI.5.10  L.5.4 L.5.5	<p>Ask students to read the summary of the <i>Bill of Rights</i> independently. Remind them that if they come to an unfamiliar word, they should look inside the word or surrounding words in the text for clues to figure out the meaning. English Learners should be encouraged to look at cognates to aid in understanding. As students read, watch closely for signs of difficulty and provide assistance as needed. Encourage all students to interact with the text by circling or underlining words, phrases, or sentences that are unclear to them. Provide a graphic organizer to help them capture key ideas. It is important to allow all students to interact with challenging text on their own as frequently and independently as possible.</p>
<b>3. Students Pair-Share to Dialogue About Text</b>	<p>After the first independent reading exercise, ask students to talk to a partner to share something they learned from the text using a language frames:</p> <ul style="list-style-type: none"> <li>I did not know that _____!</li> </ul>



<p>CCSS ELA: SL.5.1</p> <p>L.5.1 L.5.6</p>	<ul style="list-style-type: none"> <li>What do the <i>Bill of Rights</i> describe?</li> </ul> <p>As students engage in conversation, circle the room to check students' understanding. Are they comprehending the text? Are there particular vocabulary words, passages, or concepts that are difficult for students to understand? This information will inform the content of the Think Aloud you will conduct with the entire class. Allow English Learners to use their primary language in their discussions.</p>
<p><b>4. Teacher Conducts Think Aloud to Model Literacy Strategies</b></p> <p>CCSS ELA: RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.10  RF.5.3 RF.5.4  L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>The Think Aloud provides an opportunity for teachers to model effective strategies for students to utilize when they encounter challenging text passages on their own. Explain to students that you will be reading the Bill of Rights aloud to them and explaining your thinking as you come across difficult words and passages. Invite them to follow along silently with their own copy of the text. Model reading strategies to unlock the meaning of unknown vocabulary words, challenging syntax, structure, and context to help them understand the democratic principles of our U.S. Constitution. Try to avoid lengthy Think Aloud commentary that may prove to be distracting or tedious to students.</p> <p>Below is an example for you to consider:</p> <p><b>The Bill of Rights</b> <b><u>Amendment I</u></b></p> <p>“ ‘Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;’ This sounds a little confusing so I am going to read it over slowly in sections. ‘Congress shall make no law’ must mean that Congress will not make a law that... ‘respecting an establishment of religion’ "The word <i>establishment</i> sounds like <i>establish</i>, which means starting something or setting something up. <i>Establishment of religion</i> must mean starting a religion or setting a religion up as the religion of the country. ‘Congress shall make no law respecting an establishment of religion’ must mean that Congress cannot make a law that creates a religion or sets up and supports one religion over another." Then it says ‘or prohibiting the free exercise thereof;’ <i>Prohibit</i> or <i>prohibiting</i> means prevent. <i>Free exercise</i> has to do with practicing something for free. So when it says <i>or prohibiting the free exercise thereof</i>; it must mean that Congress cannot prevent anyone from practicing their religion; people have the freedom to follow any religion they want – the government cannot make them follow one religion or another. The rest of the sentence says ‘or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.’ The word abridging or abridge means to cut short or restrict. So this part must mean that Congress cannot restrict people’s speech (what they say) or the press (what they write in newspapers or books). ‘The right of the people peaceably to assemble’ The word <i>assemble</i> reminds me of a school assembly when the whole school gets together in the same room. So this must mean that the government cannot stop people from assembling or getting together with whomever they want. It then goes on to say ‘and to petition the government for a redress of grievances.’ A petition is like a letter – something that people sign that has a statement they agree with. Last week at the supermarket a woman asked me to sign a petition asking the government to pass a law that would require school buses to have seat belts for all passengers. Let me look at the word <i>grievances</i>. That word reminds me of the word <i>grieve</i> which means to be upset. So if people wanted to start a petition about things they didn’t like, they would be allowed to do that. Congress could not stop them. So this First Amendment seems to describe a lot of the freedoms that citizens in our country are allowed to have – freedom of religion, to pray to the God you want; freedom of speech, to say what you want; freedom of the press, to write what you want; freedom to assemble, to be with the people you want; and freedom to petitions to be able to send their complaints to the government and ask them to make changes in the laws.</p>

<p><b>5. Students Re-Read and Paraphrase the Text Through Dialogue and Writing</b></p> <p>CCSS ELA:  RI.5.1  RI.5.2  RI.5.3  RI.5.4  RI.5.5  RI.5.10    RF.5.3  RF.5.4    W.5.2    SL.5.1  SL.5.2    L.5.1  L.5.2  L.5.3  L.5.4  L.5.5  L.5.6</p>	<p>This is the second independent activity in which students attempt to understand the text on their own. The aim is not for students to summarize the text, but to paraphrase, by explaining the content in their own words. Allow students time to discuss and paraphrase the text with each other verbally. This will foster confidence and reinforce skills acquired from the Teacher-led Think Aloud. It also promotes oral language development of English Learners. The goal is to train students to reread text to acquire knowledge, develop fluency and reinforce their use of text evidence whenever possible.</p> <p>Ask students to paraphrase their understanding through focused and independent writing. The aim is not to have them ask questions but do what they can on their own.</p> <p><b>For Special Education students consider the following strategy from Universal Design of Learning</b>  <b>Visualize Strategy</b> <a href="http://udleditions.cast.org/INTRO,gettysburg_address.html">http://udleditions.cast.org/INTRO,gettysburg_address.html</a> (strategy support tab)  Have students discuss or describe “visualize” text through storyboard or comic strip  Why should I do it? Visualizing brings the text to life. Rather than just using words, you can engage your imagination and all of your senses. When you visualize, you gain insight into the experiences of the people you read about; placing yourself in someone else's perspective helps you empathize with his or her emotions. Also, visualizing important moments in the text helps you remember them later.</p> <p>How do I do it? Stop at key points while you're reading and create a picture, movie, or sound clip in your mind about what you just read. You could visualize one moment in time, or you could visualize a sequence of events. Sometimes it's helpful to imagine that you're inside the scene described in the text. You might take the perspective of a character in a story or an historical figure in a nonfiction text. You might imagine the same scene from more than one perspective. Whichever perspective you choose, close your eyes and imagine the sights, sounds, smells, tastes, and feelings. The more vivid you make your visualization, the more real it will feel.</p>
<p><b>6. Teacher Leads Discussion Using Text Dependent Questions</b></p> <p>CCSS ELA:  RI.5.1  RI.5.2</p>	<p>Asking students to respond to concise text-dependent questions compels students to extract information directly from the text to help them understand important concepts and develop high-level critical thinking and problem solving skills. It also models the need and process of returning to text in order to absorb all it has to offer.</p> <p>When creating text-dependent questions, keep in mind the goal of guiding students to use text to support answers, deepen comprehension of information, and practice strategic thinking and reasoning to extend and apply learning to real world scenarios. These important skills will serve students well in preparation for college, career, and citizenship in the 21<sup>st</sup> century.</p> <p><b>Vocabulary Task:</b> The Common Core State Standards compels students to discover the meaning of words directly from the</p>

RI.5.3 RI.5.4 RI.5.5 RI.5.10  RF.5.3 RF.5.4  SL.5.1 SL.5.2  L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	<p>text whenever possible. Most of the vocabulary words in this exemplar can be discovered by students carefully reading the surrounding words or context in which they appear. Teacher-led Think Alouds are extremely helpful in modeling the use of contextual clues to encourage students to engage in this practice on a regular basis. Where it is judged this is not possible, <i>italicized</i> words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced. Words that are abstract and/or critical to the understanding of concepts and worthy of lengthy discussion are bolded in the text exemplar.</p> <p><b>For Special Education students consider the following strategy from Universal Design of Learning</b></p> <p>Have film of students make up their own visual vocabulary cards of the words or concepts for each amendment.</p> <p>Why UDL? This technique goes beyond a single text definition to increase depth of word knowledge by also supplying visual representations.</p>		
	<b>Text Passage Under Discussion:</b> <b>The Bill of Rights</b>	<b>Vocabulary Assistance</b>	<b>Text-Dependent Questions</b>
	<p><b><u>Amendment I</u></b></p> <p>Congress shall make no law respecting an <i>establishment</i> of religion,</p> <p>or <i>prohibiting</i> the <b>free exercise</b> thereof;</p> <p>or <i>abridging</i> the freedom of speech, or of the press; or the right of the people peaceably to <i>assemble</i>,</p> <p>and to <i>petition</i> the government for a <b>redress of grievances</b>.</p> <p><b><u>Amendment II</u></b></p>	<p><i>To set up something.</i></p> <p><i>To forbid or not allow.</i></p> <p><i>To shorten or restrict.</i></p> <p><i>To gather together.</i></p> <p><i>To demand action to a problem.</i></p> <p><i>A military</i></p>	<p><b>1. First Amendment describes a number of rights for American citizens known as the Five Freedoms. What are the five things, it says that the government CANNOT stop people from doing?</b></p> <ul style="list-style-type: none"> <li>a. believing in whatever religion they want;</li> <li>b. expressing their opinion through speech;</li> <li>c. expressing their opinion in the print</li> <li>d. assembling or getting together with any group of people they want; or</li> <li>e. circulating a petition against the government if they have a complaint.</li> </ul> <p><b>2. What does the Second Amendment say about</b></p>

	<p>A well regulated <i>militia</i>, being necessary to the security of a free state, the right of the people to keep and <i>bear arms</i>, shall not be <i>infringed</i>.</p> <p><b><u>Amendment III</u></b> No soldier shall, in time of peace be <i>quartered</i> in any house, without the <i>consent</i> of the owner, nor in time of war, but in a manner to be <i>prescribed</i> by law.</p> <p><b><u>Amendment IV</u></b> The right of the people <b>to be secure</b> in their persons, houses, papers, and effects, against unreasonable searches and <i>seizures</i>, shall not be violated, and no <i>warrants</i> shall issue, but upon <b>probable cause</b>, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be <i>seized</i>.</p> <p><b><u>Amendment V</u></b> No person shall be held to answer for a <b>capital, or otherwise infamous crime</b>, unless on a</p>	<p><i>force.</i></p> <p><i>Carry weapons.</i></p> <p><i>Disregarded or taken away.</i></p> <p><i>Given a place to live.</i></p> <p><i>Permission</i></p> <p><i>Dictated or required.</i></p> <p><i>To take things away by force.</i></p> <p><i>Written permission</i></p> <p><i>Taken away.</i></p> <p><i>A statement that accuses someone of</i></p>	<p><b>owning guns?</b> American citizens have the right to keep and use guns to protect themselves.</p> <p><b>3. What does the Third Amendment say about taking care of soldiers in your home?</b> American citizens cannot be forced to take care of soldiers in their homes. But if there is a war, Congress can make a law to force people to let them in their homes.</p> <p><b>4. Amendment IV is about citizens' rights to privacy. What does it say the government can and cannot do with the things you own?</b> The Fourth Amendment says that the government cannot search or take your home, your body, or your belongings without your permission unless they have a very good reason to think you have committed a crime.</p> <p><b>5. The Fifth Amendment is about the treatment of people who are accused of committing crimes. If someone is accused of committing a crime, what are his or her rights?</b></p>
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	<p><i>presentment</i> or <i>indictment</i> of a <b>grand jury</b>, except in cases arising in the land or naval forces, or in the <i>militia</i>, when in actual service in time of war or public danger; nor shall any person be <i>subject</i> for the same offense to be twice put in <b>jeopardy of life or limb</b>; nor shall be <b>compelled in any criminal case</b> to be a <b>witness against himself</b>, nor be <i>deprived</i> of life, liberty, or property, without <b>due process of law</b>; nor shall private property be taken for public use, without just <i>compensation</i>.</p> <p><b><u>Amendment VI</u></b> In all <b>criminal prosecutions</b>, the <i>accused</i> shall enjoy the right to a speedy and public trial, by an <b>impartial jury</b> of the state and district wherein the crime shall have been <i>committed</i>, which district shall have been previously <i>ascertained</i> by law, and <b>to be informed of the nature and cause</b></p>	<p><i>something.</i></p> <p><i>A military force.</i></p> <p><i>Be forced to do something.</i></p> <p><i>Not allowed to have.</i></p> <p><i>Money to pay for their loss.</i></p> <p><i>Blamed for doing something.</i></p> <p><i>Done or acted.</i></p> <p><i>Discovered or determined.</i></p> <p><i>To meet up</i></p>	<p>People accused of committing serious crimes cannot be tried unless a Grand Jury meets to decide whether there's enough evidence or proof for a trial. If the jury decides the person is innocent, the government has to set the person free and cannot try them again with another jury. The Fifth Amendment also says that people accused of committing crimes do not have to say anything at their trial. They can't be killed, or put in jail, or fined unless convicted by a jury. The government can't take away a person's house or farm or anything they own unless the government pays for it.</p> <p><b>6. Amendment VI describes additional rights for people accused of committing crimes. What are these other rights?</b> People arrested for crimes have the right to have trial pretty soon. The government cannot keep people in jail without giving them a trial that is public, so everyone knows what is happening. The case has to be decided by a jury of ordinary people from their community. They have the right to know what they are accused of, to see and hear the people who are witnesses against them, to have the government help them get witnesses on their side, and the right to have a lawyer to help them.</p>
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	<p><b>of the accusation</b>; to be <i>confronted</i> with the witnesses against him; to have <i>compulsory</i> process for obtaining witnesses in his favor, and to have the assistance of <i>counsel</i> for his <i>defense</i>.</p> <p><b><u>Amendment VII</u></b> In suits at common law, where the value in controversy shall <i>exceed</i> twenty dollars, the right of <b>trial by jury</b> shall be <i>preserved</i>, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.</p> <p><b><u>Amendment VIII</u></b> <i>Excessive bail</i> shall not be required, nor <i>excessive fines imposed</i>, nor cruel and unusual punishments <i>inflicted</i>.</p> <p><b><u>Amendment IX</u></b></p>	<p><i>with and challenged.</i></p> <p><i>Necessary or required.</i></p> <p><i>A lawyer to give advice or assistance.</i></p> <p><i>Protection</i></p> <p><i>Be more than.</i></p> <p><i>Kept the same or made safe.</i></p> <p><i>Be forced to pay too much money.</i></p> <p><i>Forced upon someone.</i></p> <p><i>Listing or</i></p>	<p>7. <b>The Seventh Amendment describes the rights of individuals who are involved in a case against another person rather than a case against the government. What are those rights?</b> People involved in a case against another person are allowed to have a trial by jury where the jury will decide the outcome.</p> <p>8. <b>What does the Eighth Amendment say about punishing criminals?</b> When arrested for a crime, the government cannot force people to pay too much money in bail or in fines. Also, the government can't order you to have cruel or unusual punishments (like torture) even if you are convicted of a crime.</p> <p>9. <b>What does the Ninth Amendment say about</b></p>
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	<p>The <i>enumeration</i> in the Constitution, of certain rights, shall not be <i>construed to deny or disparage others retained</i> by the people.</p> <p><b><u>Amendment X</u></b></p> <p>The powers not <i>delegated</i> to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.</p>	<p><i>description.</i></p> <p><i>Interpreted or thought of.</i></p> <p><i>Not allow other rights</i></p> <p><i>Given to.</i></p>	<p><b>rights?</b></p> <p>The Ninth Amendment says that besides the rights listed in the Constitution, citizens have other rights too.</p> <p><b>10. What is the Tenth Amendment about?</b></p> <p>According to the Tenth Amendment, any of the powers not included in the Constitution should be left up to the states or to the people to decide.</p>
	<p><b>Examples of NON-TEXT DEPENDENT QUESTIONS</b></p> <p>The following questions, though considered non-text dependent, are still important for understanding the context and intent of the Bill of Rights. Use them to build or access prior knowledge to help students understand the significance of the Bill of Rights in the context of the U.S. Constitution.</p> <ol style="list-style-type: none"> <li>1. Why did the Framers think it was important to establish the Bill of Rights separate from the Constitution?</li> <li>2. The Bill of Rights is made up of ten amendments. Have more amendments been added since these were written?</li> <li>3. Are these Bill of Rights still important today?</li> </ol> <p><b>Examples of TEXT DEPENDENT BUT TRIVIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How many amendments are there in the Bill of Rights?</li> <li>2. How many amendments are about the rights of the accused?</li> </ol>		

<p><b>7. Students Produce Expository Writing</b></p> <p>CCSS ELA:  W.5.2  W.5.4  W.5.5</p> <p>L.5.1  L.5.2  L.5.3</p>	<p>It has become increasingly evident that reading and writing are inherently connected. Used together, they generate ideas, are logically organized, and call upon students to think critically to visit and revisit text to make meaning. Done well, they are both active processes that cause students to interact with text to comprehend, remember, and apply learning. It is widely believed that good readers tend to be good writers and good writers tend to be good readers.</p> <p>After discussion of the text-dependent questions, ask students to write an informal explanatory essay utilizing the writing prompts provided below. This activity provides another opportunity for students to revisit text and draw upon classroom discussions to synthesize information and express ideas through writing. Allow students time to revise essays after receiving teacher feedback and participating in further pair-share or small group discussions.</p> <p><b>Directions to Students:</b>  <b>Using the information and ideas from our discussions, your reading, and notes, respond to the writing prompt below in the form of an essay. Be sure to clearly cite evidence from the text in your answer.</b></p> <p>Describe the rights and responsibilities of citizens of the United States according to the Bill of Rights in the following areas:</p> <ol style="list-style-type: none"> <li>Expression of ideas</li> <li>Practicing of religion</li> <li>Assembling in groups with other people</li> <li>Owning and carrying firearms</li> <li>Quartering of soldiers</li> <li>Protection of private property</li> <li>Due process when accused of a crime</li> <li>Punishment of criminals</li> </ol> <p><b>For Special Education students consider the following strategy from Universal Design of Learning</b>  Have students demonstrate understanding in a sketch format to be acted out. Film the writing, direction and acting out of their understanding of each amendment. Or, ask students to form a tableau and ask a student to describe how the scene illustrates the amendment.</p>
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#### STAGE FOUR: APPLICATION OF KNOWLEDGE IN RELEVANT, REAL-WORLD SCENARIOS

Once grounded in the historical foundations of democratic principles and the role and responsibility of government and the role and responsibilities of citizens, students can apply their knowledge to understand how democratic systems and structures are necessary for achieving the goals of a civil society today. Young people need to understand that the governance of a family, school, and country protects and defends the rights of its members and yet, there are consequences to bending or breaking rules and laws of a society. Working together for the common good is a primary goal of a democratic nation.

The following reading, writing, listening and speaking instructional practices can also be utilized to foster the 4Cs (critical thinking and problem solving, communication, collaboration, creativity and innovation) as students apply their knowledge to become actively engaged citizens today.

Steps for Instruction	Instructional Guidance for Teachers
<b>Why do we need rules and laws?</b>  CCSS ELA: SL.5.1 SL.5.2 SL.5.3  L.5.1 L.5.3 L.5.6	<b><u>Speaking and Listening Standards</u></b> Utilize the Speaking and Listening standards to guide collaborative conversations about the structure, function, and powers of the federal government as well as the role and responsibilities of citizens in today's world. Teaching and practicing civil discourse in this way models the importance of deliberate conversations in a democratic society and allows students opportunities to acquire this vital civic skill. Provide opportunities for students to interview peers or adults to gain new perspectives about these ideas.  <b><u>Comprehension and Collaboration</u></b> Engage students in a range of collaborative discussions with diverse partners to build on others' ideas and clearly express their own on the following topics: <ul style="list-style-type: none"><li>• How would you feel if there were no rules or laws at home? At school? In the community? In the world?</li><li>• Who is responsible for making good rules in your home? In your school? In your community?</li><li>• What is the role and responsibility of your school? Of your teacher?</li><li>• What is the role and responsibility of students?</li><li>• Are there times when the rights of your school, your teacher, or students are threatened or violated?</li></ul>
<b>What do we know about laws in our local community, state, and country?</b>  CCSS ELA: W.5.7 W.5.8 W.5.9 W.5.10	<b><u>Writing Standards</u></b> <b><u>Research to Build and Present Knowledge</u></b> Ask students to conduct short research projects to further their knowledge of the topic. Encourage students to utilize Edmodo, Google Docs and other technology resources to write up their findings. Research questions may include the following: <ul style="list-style-type: none"><li>• What is done in your local community, county, and state to identify the role and responsibilities of government and citizens?</li><li>• Where are these documents kept?</li><li>• How are they implemented and enforced?</li><li>• What about your school and school district? What is done to determine the role and responsibility of the school? Of your teacher? Of students?</li></ul>

L.5.1 L.5.2 L.5.3	<ul style="list-style-type: none"> <li>What is the role of local, state, and federal government? Describe what each level of government <i>can</i> and <i>cannot</i> do.</li> </ul>
<b>Create a Constitution and Student Bill of Rights for the school</b>  CCSS ELA: SL.5.1 SL.5.2 SL.5.3 SL.5.4	<b><u>Speaking and Listening Standards</u></b> Allow students to share information collected through research to have a discussion about the structures and systems in place that define the role and responsibility of their school, their teacher, and students. Through a teacher-led discussion, ask students to reach consensus to establish a Constitution that describes the role and responsibility of their school and a Bill of Rights for students.
<b>Describe in writing why and how the Constitution and Student Bill of Rights was created</b>  CCSS ELA: W.5.1 W.5.2  L.5.1 L.5.2 L.5.3	<b><u>Writing Standards</u></b> <b>Text Types and Purposes</b> <ul style="list-style-type: none"> <li>Post the School Constitution and Bill of Rights in the classroom and ask students to write informative/explanatory text that conveys the process, purpose, rationale and ideas behind the creation of the documents.</li> <li>Publish the documents in the school/classroom newsletter and ask students to write opinion pieces that provide pro and con arguments for the content.</li> <li>Ask students to conduct a poll among administrators, teachers and students at their school to get their reaction to the documents. Ask students to use the information to write a narrative of their experience.</li> <li>Ask students to write an opinion piece in response to the writing prompt: <i>Should students support the School Constitution and Student Bill of Rights? Provide evidence to support your point of view.</i></li> <li>Provide opportunities for students to continue to write on this subject in a “Constitutional Journal.” Vary the time frames, range of tasks, purposes and audiences.</li> </ul>
<b>Publish Writing</b>  CCSS ELA: W.5.4 W.5.5 W.5.6 W.5.10	<b><u>Production and Distribution of Writing</u></b> <ul style="list-style-type: none"> <li>Invite students, with the guidance and support from adults, to review and strengthen their writing by revising and editing using a variety of digital tools.</li> <li>Compile the writings of all students to publish a classroom book: “Our School’s Founding Fathers and Mothers.”</li> <li>Publish the School Constitution and Student Bill of Rights on poster paper and post around the school to get feedback from peers and adults.</li> </ul>
<b>Strengthen Vocabulary</b>  CCSS ELA:	<b><u>Language Standards</u></b> <b>Vocabulary Acquisition and Use</b> <ol style="list-style-type: none"> <li>Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on reading content, choosing from a range of strategies (e.g., <i>bill of a duck</i>, <i>pay the bill</i>, <i>Bill of Rights</i>).</li> </ol>

L.5.4 L.5.5 L.5.6	<ul style="list-style-type: none"> <li>• Determine the meaning of a word using Greek and Latin affixes (e.g., <i>reason/reasonable, power/powerful, unjust/unfair/uncivil</i>).</li> <li>• Consult reference materials to find pronunciation and clarify meaning (e.g., <i>inalienable rights, we the people, of the people, a more perfect union</i>.)</li> </ul> <p>2. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Describe situations as fair or unfair, civil or uncivil, orderly or disorderly.</li> <li>• Use words and phrases to demonstrate word relationships, figurative language and nuances in word meanings. (e.g., <i>ensure domestic tranquility, promote the general welfare, ordain and establish, secure the blessings of liberty</i>.)</li> </ul> <p>3. Acquire and utilize accurately grade-appropriate general academic and domain-specific words and phrases (e.g., <i>When developing new rules for the classroom everyone felt good about being heard, though not everyone agreed that every rule was fair. After the rules were written, everyone agreed to follow them</i>.)</p> <p>4. Ask students to collect vocabulary words and their definitions using online tools or folders to refer back to in future reading and writing activities.</p>
<b>Make a Formal Presentation</b>  CCSS ELA: SL.5.4 SL.5.5 SL.5.6	<p><b><u>Speaking and Listening Standards</u></b>  <b><u>Presentation of Knowledge and Ideas</u></b></p> <p>Allow students opportunities to present their knowledge and ideas about the structure, function, and powers of the government as well as the role and responsibilities of citizens at the federal, state, and local level through a variety of vehicles (i.e. drawings, visuals, graphics, audio recordings). Experiment with different formats including informative/explanatory, narrative presentations and/or opinionated speeches that provide logical evidence and rationale for the benefits and challenges to fulfilling the rights and responsibilities of government and its citizens. Encourage innovative approaches for students to present their Constitution and Student Bill of Rights to the school community, including the use of technology and the arts.</p>

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<sup>i</sup> Fisher, D., Frey, N., Lapp, D., *Text complexity: raising rigor in reading*, Newark, DE: International Reading Association, 2012.